

## Independence Elementary

132 W. Springdale Road  
Rock Hill, South Carolina 29730

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	496 Students	
<b>Principal</b>	Mary Chandler	803-981-1135
<b>Superintendent</b>	Dr. Randy Bridges	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	35	50	3	0

## IMPROVEMENT RATING

## BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

## NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Below Average	Yes
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Average	Below Average	No
<b>2006</b>	Average	Below Average	No

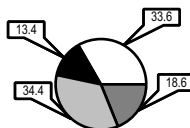
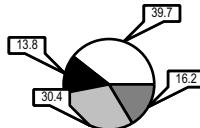
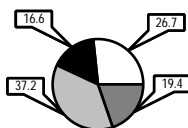
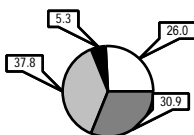
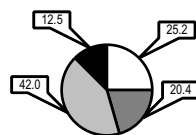
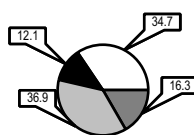
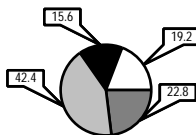
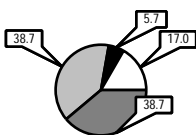
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	265	98.9	26.0	37.6	30.8	5.6	49.2	Yes	Yes
<b>Gender</b>									
Male	144	97.9	26.3	39.1	28.6	6.0	45.9	N/A	N/A
Female	121	100.0	25.6	35.9	33.3	5.1	53.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	142	99.3	12.8	42.1	39.1	6.0	60.2	Yes	Yes
African American	74	97.3	39.1	34.8	20.3	5.8	36.2	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	38	100.0	44.7	34.2	18.4	2.6	34.2	I/S	I/S
<b>Disability Status</b>									
Not Disabled	223	100.0	18.8	41.8	33.3	6.1	54.5	N/A	N/A
Disabled	42	92.9	67.6	13.5	16.2	2.7	18.9	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	265	98.9	26.0	37.6	30.8	5.6	49.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	261	98.9	25.6	37.8	30.9	5.7	49.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	136	98.5	40.0	39.2	18.5	2.3	30.8	Yes	Yes
Full-pay meals	129	99.2	10.8	35.8	44.2	9.2	69.2	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	265	99.6	25.9	37.5	19.5	17.1	47.4	Yes	Yes
<b>Gender</b>									
Male	144	99.3	24.6	35.1	22.4	17.9	50.7	N/A	N/A
Female	121	100.0	27.4	40.2	16.2	16.2	43.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	142	99.3	12.8	42.1	22.6	22.6	57.9	Yes	Yes
African American	74	100.0	45.7	32.9	10.0	11.4	30.0	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	38	100.0	31.6	34.2	23.7	10.5	42.1	I/S	I/S
<b>Disability Status</b>									
Not Disabled	223	100.0	20.2	39.4	21.6	18.8	51.2	N/A	N/A
Disabled	42	97.6	57.9	26.3	7.9	7.9	26.3	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	265	99.6	25.9	37.5	19.5	17.1	47.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	261	99.6	25.5	37.7	19.4	17.4	47.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	136	99.3	42.0	35.9	13.7	8.4	31.3	Yes	Yes
Full-pay meals	129	100.0	8.3	39.2	25.8	26.7	65.0	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	265	99.6	39.0	30.3	16.3	14.3	30.7
<b>Gender</b>							
Male	144	99.3	34.3	30.6	19.4	15.7	35.1
Female	121	100.0	44.4	29.9	12.8	12.8	25.6
<b>Racial/Ethnic Group</b>							
White	142	99.3	21.1	37.6	22.6	18.8	41.4
African American	74	100.0	67.1	17.1	5.7	10.0	15.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	38	100.0	52.6	23.7	15.8	7.9	23.7
<b>Disability Status</b>							
Not Disabled	223	100.0	35.2	31.9	17.8	15.0	32.9
Disabled	42	97.6	60.5	21.1	7.9	10.5	18.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	265	99.6	39.0	30.3	16.3	14.3	30.7
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	261	99.6	38.9	30.0	16.6	14.6	31.2
<b>Socio-Economic Status</b>							
Subsidized meals	136	99.3	58.8	26.7	6.9	7.6	14.5
Full-pay meals	129	100.0	17.5	34.2	26.7	21.7	48.3

<b>Social Studies</b>							
All Students	265	99.6	33.1	34.3	19.1	13.5	32.7
<b>Gender</b>							
Male	144	99.3	29.9	30.6	21.6	17.9	39.6
Female	121	100.0	36.8	38.5	16.2	8.5	24.8
<b>Racial/Ethnic Group</b>							
White	142	99.3	21.1	33.8	27.1	18.0	45.1
African American	74	100.0	48.6	37.1	8.6	5.7	14.3
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	38	100.0	44.7	26.3	15.8	13.2	28.9
<b>Disability Status</b>							
Not Disabled	223	100.0	27.7	38.0	19.7	14.6	34.3
Disabled	42	97.6	63.2	13.2	15.8	7.9	23.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	265	99.6	33.1	34.3	19.1	13.5	32.7
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	261	99.6	32.8	34.0	19.4	13.8	33.2
<b>Socio-Economic Status</b>							
Subsidized meals	136	99.3	45.8	34.4	13.0	6.9	19.8
Full-pay meals	129	100.0	19.2	34.2	25.8	20.8	46.7

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	94	100.0	17.8	27.8	43.3	11.1	54.4
	4	94	100.0	26.2	41.7	32.1	0.0	32.1
	5	98	100.0	18.3	46.2	30.1	5.4	35.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	83	96.4	13.5	33.8	45.9	6.8	52.7
	4	91	100.0	29.5	37.5	26.1	6.8	33.0
	5	91	100.0	33.0	40.9	22.7	3.4	26.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	94	100.0	24.4	42.2	20.0	13.3	33.3
	4	94	100.0	21.4	47.6	23.8	7.1	31.0
	5	98	100.0	22.6	41.9	20.4	15.1	35.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	83	98.8	20.0	42.7	29.3	8.0	37.3
	4	91	100.0	27.3	29.5	15.9	27.3	43.2
	5	91	100.0	29.5	40.9	14.8	14.8	29.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	94	100.0	35.6	37.8	17.8	8.9	26.7
	4	94	100.0	44.0	39.3	13.1	3.6	16.7
	5	98	100.0	44.1	28.0	15.1	12.9	28.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	83	98.8	37.3	37.3	21.3	4.0	25.3
	4	91	100.0	36.4	29.5	9.1	25.0	34.1
	5	91	100.0	43.2	25.0	19.3	12.5	31.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	94	100.0	13.3	51.1	20.0	15.6	35.6
	4	94	100.0	29.8	51.2	16.7	2.4	19.0
	5	98	100.0	28.0	40.9	17.2	14.0	31.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	83	98.8	17.3	32.0	29.3	21.3	50.7
	4	91	100.0	30.7	37.5	20.5	11.4	31.8
	5	91	100.0	48.9	33.0	9.1	9.1	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 496)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.0%	Up from 0.4%	2.7%	2.8%
Attendance rate	96.4%	Down from 97.0%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 6.6%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 4.2%	0.0%	0.0%
Eligible for gifted and talented	9.4%	Down from 13.7%	12.2%	10.4%
On academic plans	0.0%	N/AV	33.2%	33.6%
On academic probation	0.0%	N/AV	2.8%	1.0%
With disabilities other than speech	8.8%	Up from 6.1%	8.0%	7.5%
Older than usual for grade	0.2%	Up from 0.0%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 35)</b>				
Teachers with advanced degrees	57.1%	Down from 61.8%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.5%	N/A	1.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	92.7%	Up from 89.6%	88.3%	87.3%
Teacher attendance rate	93.4%	Down from 95.5%	94.8%	94.9%
Average teacher salary	\$47,422	Up 3.0%	\$42,820	\$42,485
Prof. development days/teacher	14.0 days	Down from 17.1 days	13.5 days	13.3 days
<b>School</b>				
Principal's years at school	7.0	Up from 0.1	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 19.3 to 1	19.0 to 1	18.6 to 1
Prime instructional time	87.8%	Down from 91.0%	90.0%	89.7%
Dollars spent per pupil*	\$6,042	Up 1.5%	\$6,404	\$6,557
Percent of expenditures for teacher salaries*	60.4%	Down from 77.4%	63.8%	64.0%
Percent of expenditures for instruction*	78.8%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Average	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Independence Elementary completed another successful year in working toward providing an exemplary education for all students. It is the goal of our school to meet the needs of each child who is enrolled at Independence and to provide many opportunities for that child to experience success. The PTO and SIC both met on a regular basis to work toward goals each group had set in helping to move the school forward. Teachers continued professional development in an effort to stay current in best practice and improve instructional strategies in the classroom. Classroom teachers in K-5 met monthly to complete a course presented by district literacy teachers. Five interactive white boards were purchased for instruction. With Title I funding, each classroom will receive a white board during the 2006-2007 school year. Many after-school opportunities were available for students this year to provide enrichment and/or academic support. Individual or small group tutoring was available from January through March after school with our own certified teachers. From remedial funds, part-time certified tutors were hired during the day to supplement classroom instruction for students who scored Basic or Below Basic on PACT. Every attempt is being made to help our students make progress. The guidance counselor provided many opportunities for parents to visit the school and learn about areas of interest in working with children at home. Continued efforts with parents will be a focus for this Title I school. Many field trips were taken by students including trips for Accelerated Reader, Safety Patrol, and Student Government. Two professional children's authors visited the school, providing children with the opportunity to understand how books are written and published. The Master Gardners continued to work with our fourth grade students in planting four gardens to the side of the school. The DARE program was again offered to fifth grade with a graduation at the end. Every grade level completed a service-learning activity this year to prepare students with the concept of giving to others. Our annual Veterans Day program provides a salute to the men and women in the armed service. It is our goal to prepare well-rounded lifelong learners within our students who will be able to function as contributing members of society. Independence had several teachers retire this year. We salute them for their many years of service and for making a difference in the lives of children.

Mary Chandler, Principal  
Chris Barnes, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	33	81	46
Percent satisfied with learning environment	96.9%	91.4%	89.1%
Percent satisfied with social and physical environment	96.9%	90.1%	81.4%
Percent satisfied with school-home relations	96.9%	91.4%	86.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.